

**General Certificate of Secondary Education**

**A034 CA**

**Ancient History**

Ancient societies through the study of original sources

**Specimen controlled assessment tasks**

**INSTRUCTIONS FOR TEACHERS**

- Please refer to Section 5 of the Ancient History specification for instructions on completing controlled assessment tasks.
- Candidates complete **one** task relating to the option that they have studied.
- Candidates must not alter the wording of the tasks, however they may focus on any appropriate area of investigation and use any appropriate original sources within the parameters of the questions set.
- The total number of marks for each Task is **80**.
- You will be awarded marks for the quality of written communication of your answer.

This document consists of **2** printed pages.

**Ancient societies through the study of original sources**

***Candidates are reminded that for all options it is essential to support their arguments with analysis and evaluation of appropriate original source material.***

**Option 1: *Ancient Egypt 3000-1000 BC***

How useful are the sources in giving us a picture of the lives of ordinary men and women in Ancient Egypt? [80]

**Option 2: *Ancient Crete: Minoan Civilisation 2000-1400 BC***

Which is the more likely explanation for the end of Minoan civilization: gradual decline in power and culture, a natural disaster, or conquest by a foreign power? [80]

**Option 3: *Troy and the Mycenaeans 1450-1100 BC***

How useful is the evidence for our understanding of the technological developments in the skills of the Trojans and Mycenaeans during this period? [80]

**Option 4: *Ancient Persia 630-499 BC***

To what extent does the archaeological and literary evidence support the view that religion and religious practices played an important part in the Persian Empire? [80]

**Option 5: *The Hellenistic World 323-133 BC***

To what extent do the sources give us a reliable picture of warfare during the Hellenistic period? [80]

**Option 6: *The Celts c. 500 BC- AD 500***

How useful do you find the evidence when describing and explaining the settlement and development of Celtic societies throughout Europe after 500BC? [80]

The maximum mark for each of these tasks is **80**.

SPECIMEN

## GCSE Ancient History: Marking Grid for controlled assessment

	AO1 (Select and organise relevant knowledge of historical events and sources)	AO2 (Demonstrate an understanding of relevant events and sources)	AO3 (Interpret, evaluate and respond to historical events and sources)
<b>Level 5 Thorough</b>	<p><b>22-28</b></p> <p>Answers contain <b>thorough</b> knowledge of the events, sources and issues relevant to the question. Information is detailed, <b>thoroughly</b> relevant, well selected and organised. Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p>	<p><b>20-24</b></p> <p>Answers demonstrate a <b>thorough</b> understanding of issues, events, and sources relevant to the question</p>	<p><b>22-28</b></p> <p>Answers interpret, analyse and evaluate evidence <b>thoroughly</b> and reach reasoned and substantiated conclusions. They construct an informed personal response based on <b>thorough</b> evaluation and interpretation of the source material.</p>
<b>Level 4 Sound</b>	<p><b>17-21</b></p> <p>Answers contain <b>sound</b> knowledge of the events, sources and issues relevant to most of the question. Information is <b>sound</b>, relevant and organised. Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p><b>14-19</b></p> <p>Answers demonstrate a <b>sound</b> understanding of issues, events, and sources relevant to most of the question</p>	<p><b>17-21</b></p> <p>Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on <b>sound</b> evaluation and interpretation of the source material.</p>
<b>Level 3 Some</b>	<p><b>11-16</b></p> <p>Answers contain <b>some</b> knowledge of the events, sources and issues relevant to some of the question. There is <b>some</b> evidence of selection and organisation of information. Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</p>	<p><b>10-13</b></p> <p>Answers show <b>some</b> understanding of issues, events, and sources relevant to <b>some</b> of the question</p>	<p><b>11-16</b></p> <p>Answers include <b>some</b> evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on <b>some</b> of the source material.</p>

<b>Level 2 Limited</b>	<p><b>6-10</b></p> <p>Answers contain <b>limited</b> knowledge of the events, sources and issues relevant to parts of the question. There is <b>limited</b> evidence of selection or organisation of information.</p> <p>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	<p><b>4-9</b></p> <p>Answers show <b>limited</b> understanding of events and sources.</p>	<p><b>6-10</b></p> <p>Answers draw <b>limited</b> conclusions based on the evidence they have included.</p> <p>Answers offer a personal response at a <b>limited</b> level.</p>
<b>Level 1 Minimal/ None</b>	<p><b>0-5</b></p> <p>Answers contain <b>minimal or no</b> knowledge of events, sources and issues.</p> <p>Information that has been included is disorganised and has <b>minimal or no</b> relevance.</p> <p>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</p>	<p><b>0-3</b></p> <p>Answers show <b>minimal or no</b> understanding of events or sources.</p>	<p><b>0-5</b></p> <p>Answers offer a <b>minimal</b> personal response, without reference to evidence, or <b>no</b> response.</p>

**Assessment Objectives Grid (includes QWC)**

Question	AO1	AO2	AO3	Total
All	28	24	28	80
Total	28	24	28	80